

WO 2004/025603

PCT/US2003/030790

10/528321

b	c	d	f	g	h	j	k	l	m	n
bed	cat	dog	fish	goat	hat	jug	key	lion	man	nest
p	r	s	t	v	w	y	z	a	e	i
pet	rock	sun	table	voice	win	yet	zip	apple	engine	Insect
o	u	æ	ee	ie	œ	uc	wh	ch	sh	th
hot	umbrella	angel	eel	ice	oat	uniform	wheel	chair	shoe	thumb
th	au	oi	ou	ig	s	3	r	a	o	o
that	auto	oil	owl	ring	dogs	garage	bird	father	book	moon

PITMAN ALPHABET  
FIGURE 1 (PRIOR ART)

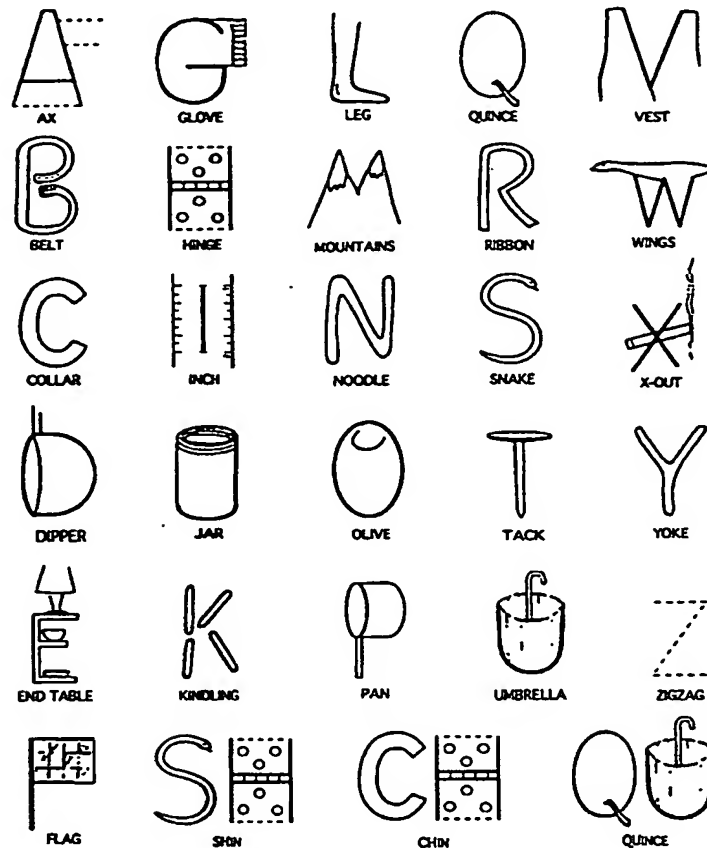
10/528321

᠊᠎	long i (e as in machine)	᠊᠊	short i (i as in it)	᠊᠎	ay (as in eye)
᠊᠊	long e (e as in grey)	᠊᠊	short e (e as in desert)	᠊᠎	ow (ow as in cow)
᠊᠎	long a (a as in art)	᠊᠊	short a (a as in cat)	᠊᠊	wu (was in wonder)
᠊᠎	long ah (au as in aught)	᠊᠊	short ah (o as in cot)	᠊᠊	yee (y as in you)
᠊᠎	long o (o as in tone)	᠊᠊	short o (o as in woman)		
᠊᠎	long oo (oo as in moo)	᠊᠊	short oo (oo as in book)		
᠊᠊	h (h as in hurrah)	᠊᠎	gay (g as in good)	᠊᠎	esh (sh as in short)
᠊᠊	pee (p as in pet)	᠊᠊	ef (f as in France)	᠊᠎	zhee (as in measure)
᠊᠎	bee (b as in bee)	᠊᠎	vee (v as in voice)	᠊᠊	er (r as in ride)
᠊᠊	tee (t as in teach)	᠊᠊	eth (th as in think)	᠊᠊	el (l as in letter)
᠊᠎	dee (d as in Deseret)	᠊᠊	thee (th as in they)	᠊᠎	em (m as in Macintosh)
᠊᠎	chee (ch as in cheese)	᠊᠎	es (s as in said)	᠊᠊	en (n as in nice)
᠊᠊	jee (j as in John)	᠊᠎	zee (z as in zebra)	᠊᠎	eng (ng as in sing)
᠊᠎	kay (k as in kitten)				

## DESERET ALPHABET

## FIGURE 2 (PRIOR ART)

# BASIC LETTER SHAPES AND SOUNDS



## TRAINING WHEELS ALPHABET

FIGURE 3 (PRIOR ART)

1	2	3	4	5	6	7	8	9	0	1	2
up	be	to	do	can	go	think	the	for	of	so	is
[p]	[b]	[t]	[d]	[k]	[g]	[θ]	[ð]	[f]	[v]	[s]	[z]
3	4	5	6	7	8	9	0	1	2	3	4
show	vision	which	just	you	we	have	what	ink	will	are	me and
[ʃ]	[ʒ]	[tʃ]	[dʒ]	[j]	[w]	[h]	[hw]	[ŋ]	[l]	[r]	[m] [n]
1	2	3	4	5	6	7	8	9	0	1	2
busy	even	ever	able	as	my	calm	haul	on	oil	among/us	
[ɪ]	[i:]	[e]	[ei]	[æ]	[aɪ]	[ɑ:]	[ɔ:]	[ɒ]	[ɔɪ]	[ə/ʌ]	
1	2	3	4	5	6	7	8	9	0	1	2
now	toe	pull	boot	use	pair	ark	or	err/array	ian	ear	
[əʊ]	[əʊ]	[ʊ]	[u:]	[ju:]	[ear]	[ɑ:r]	[ɔ:r]	[ɜ:r/ar]	[iə]	[ɪər]	

## QUICKSCRIPT ALPHABET

FIGURE 4 (PRIOR ART)

Chekt Klipt Spel3	Spanglish
W'ns 'apon 'a tym x biutifl dotr 'v 'a gret m'aji5n wantd mor p'rlz tu pu.t 'amu.3 h'r tre2iurz."Lu'k thru x sentr 'v x mun `wen i.t iz blu," sed h'r m'uxr in ansr tu h'r kweschn, "Yu myt fynd yur hartz dizyr."	Wans apon a taim the biutifl dotr ov a greyt majishn wanted mor prlz tu pwt amang hr trezhiurz."Lwk thru the centr ov the mun wen it iz blu," sed hr mathr in ansr tu hr queschn, "Yu mait faind yur hartz dizair."
ALC Fonetik	Nyu Romaji
Wuns upon a tiem, the buetiful dauter of a graet majishan wonted mor perls to puut amung her trezhers. "Luuk thru the senter of the moon when it is bloo," sed her muther in anser to her qestion, "You miet fiend yur harts dezier."	Wans apon a taim the biutifel dooter ov a greyt majishn waanted mor perlz tu put amang her treezhyurz. "Luk thruu dhe ceenter ov dhe muun hwen it iz bluu," seed her mather in aenser tuu her queeschen, "Yuu mait faind yur haartz dizair."
Truespel	OGD positional
Wuns upawn u tiem, thu byuetifool dawtur ov u graet majishan waantud mor perls to poot amung her trezhurs. "Luuk thru the senter awv thu muen when it iz blue," sed hur muthur in ansur to hur kwestion, "Yue miet fiend yur haarts dezier."	Wuns upon a tym, the biutiful dawter ov a grait majition wonted mor perls tu puut amung her trezhers. "Lwk thru the senter ov the moon when it is blu." sed her muther in anser tu her question, "Yu myt fynd iur harts desyr."
RiteSpell	Igliz
Wuns upon a time, the biutiful dawter ov a grate maajishun wonted mor perls tu poot amung her trezhers. "Look throe the center of the mune when it is blue." sed her muther in anser tue her queschn, "Yu mite fined yure harts desire."	W'ns 'pon ' taim d biutifl dotr 'v ' gret m'jiz'n want'd mor p'rlz tu put 'muq h'r trezhiurz."Luk thru d sentr 'v d mun wen it iz blu," sed h'r m'udr in ansr tu h'r kweschn, "Yu m'yt fynd yur hartz diz'yr."

Figure 5 (prior art)

**36 Sounds of Guffanti Initial Teaching Alphabet**

<i>ah</i> as in apple	<i>o</i> as in otter	<i>uh</i> as in duck	<i>ea</i> as in eagle
<i>fff</i> as in fish	<i>rrr</i> as in rat	<i>ch</i> as in chip	<i>oa</i> as in goat
<i>kkk</i> as in kangaroo	<i>sss</i> as in sun	<i>vih</i> as in van	<i>oo</i> as in food
<i>lll</i> as in lion	<i>ttt</i> as in tiger	<i>sh</i> as in ship	<i>oy</i> as in toy
<i>mmm</i> as in mom	<i>zzz</i> as in zebra	<i>wih</i> as in wolf	<i>ow</i> as in cow
<i>hhh</i> as in horse	<i>jih</i> as in jet	<i>th</i> as in thimble	<i>ou</i> as in foot
<i>eh</i> as in egg	<i>gih</i> as in gift	<i>yih</i> as in yak	<i>ie</i> as in tie
<i>ih</i> as in itch	<i>dih</i> as in dog	<i>ay</i> as in ape	<i>th</i> as in bathe
<i>nnn</i> as in nest	<i>bih</i> as in bee	<i>pih</i> as in pig	<i>zh</i> as in treasure

**FIGURE 6**

Short vowel sounds  
a    *ah* as in apple  
e    *eh* as in egg  
i    *ih* as in itch  
o    *oh* as in otter  
u    *uh* as in duck

Long vowel sounds  
*ay* as in ape  
*ea* as in eagle  
*ie* as in tie  
*oa* as in goat  
(y)*oo* as in us

FIGURE 7










a		f	
	apple		fish
k		l	
	kangaroo		lion
m		h	
	mom		horse
e		i	
	egg		itch
n			
	nest		

FIGURE 8

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# BINGO

## Purpose:

Have fun and learn the nine sounds these symbols make. Additional instructions for Bingo are at the beginning of this lesson.

## Roles:

Caller: Calls out the sounds the letter makes using the picture name if needed to clarify. Example: Caller says "eh as in egg." After Bingo is called out by a player check the sounds by calling them out again.

Player: Places Bingo chips on the board in the appropriate square. Note: Several letters appear more than once. Let the player cover only one letter each time it is called. Which one he covers is his choice. When checking your Bingo remove chip as caller calls out each sound.

Variations: Player removes chips to check Bingo, and pronounces each sound. Play to cover all the squares.

a	e	i	l
n	f	l	m
h	m	a	k
i	k	n	e

FIGURE 9

## Blending Sounds into Words

Many consonants are sounded by adding a vowel. Traditionally, the vowel used is *uh*. But *uh* is a very strong vowel and hard to drop when blending. For this reason use an *ih* sound, as: *bih*, *dih*, *gih*, *pih*. When blending a word like *bad* be sure the student substitutes the vowel *ah* for the vowel *ih*, placed there so the consonant can be heard. For example, blending *bad* goes:

***Bih + ah = bah*** (It is hard for some students to replace the *ih* with another vowel. They will tend to keep the *ih* and *ah* saying *bihah*. If this is your problem have them place their fingers on their lips and yours and say *b [with no ih]* and then *ih* and then blend them. Often a child can feel the difference and they don't need to hear the *ih* to feel the *b*.)

***then bah + dih = badih***

And finally ***bad***.

This process is very important with multi-syllabic words. Blend each syllable rather than blending each letter from first to last.

For example, *yesterday*:

*yih + eh = yeh,*

*yeh + sss = yes*

then *tih + eh = teh,*

*teh + rrr = ter*

Now blend the two syllables

*yes + ter = yester ... And so on.*

Make sure the student is blending out loud. Sometimes the student will blend a word he knows, and pronounce it, yet still not recognize it. Work with him until he does. (You might ask him to say it again faster – or ask if he knows that word. Or ask what that word means.) If he reads a word new to him, tell him what the word means and use it in a sentence.

## Using the Peeker:

To a new reader a page full of words is overwhelming. She starts to search the page for something familiar instead of reading the first word at the top left corner. The peeker helps her take one word at a time and practice blending these sounds into words she knows. If it is fun for the child, let him decorate his peeker.

**FIGURE 10**

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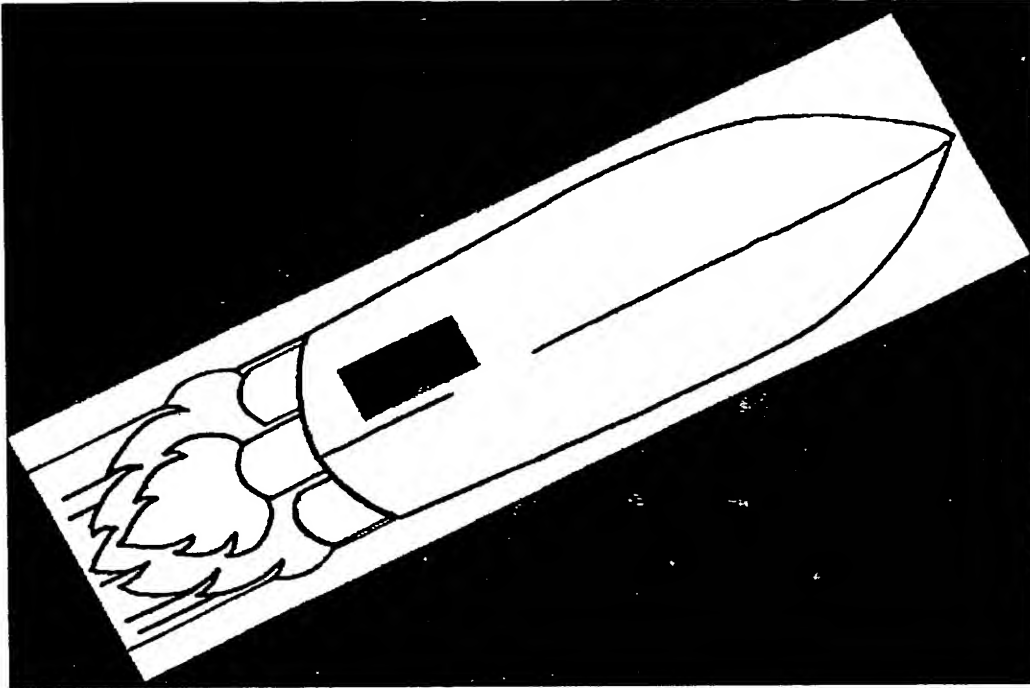


FIGURE 11

## Reading Practice

On this page, your child will begin reading words. Exciting! Tell your student, "We're going to begin reading now!"

1. Show the child how to use the peeker to reveal the first word only, *an*.
2. Ask your student to say out loud each symbol separately. (As needed, refer to the symbol cards or the page of the first nine symbols.) Your child will say "ah", and "ni".
3. Praise and encourage your child.
4. Now ask your child to blend the sounds by saying them faster, "ah-ni", and again, "an".
5. Demonstrate this blending as much as you need to so your child understands.
6. After your child reads *an*, move the peeker to the right to reveal *man*. Ask your child to sound out each symbol, "mi", "ah" and "ni". Then ask her to blend "mi" and "ah". After she says "mah", show her how to add the "ni" sound next to say "man".

That's it! Like magic, your child is reading. Continue through the top row and the rest of the rows. Explain words your student doesn't know or read the meaning from a dictionary if you prefer.

(Note: a few of these words are names. Because we have not yet introduced capital letters, we've written these words using lower case letters.)

an	man	fan	lank	hank
am	ham	lam	hill	nil
ill	mill	fill	kill	
in	kin	fin	inn	
ink	mink	kink	link	fink
ken	men	hen	len	hem
him	kim	nell	fell	if

FIGURE 12

# First Common Words List 10/528321

a a__	ear__	I__	off__	the
the__		ie		u ea
u ay				
add__	eat__	if__	on__	them__
am__	end__	in__	play__	then__
an__	fast__	it__	ran__	thing__
and__	fat__	job__	red__	think__
ask__	fill__	jump__	run__	this__
at__	fish__	just__	sat__	too__
bad__	food__	last__	say__	top__
bed__	full__	left__	set__	town__
best__	get__	let__	shall__	up__
big__	got__	long__	sing__	upon__
boy__	had__	man__	soon__	us__
bring__	hand__	may__	stand__	way__
brown__	hat__	mean__	stop__	well__
but__	hear__	men__	such__	will__
day__	help__	much__	tell__	wish__
dear__	her__	must__	ten__	with__
did__	him__	near__	than__	yes__
dog__	hot__	not__	thank__	yet__
down__	how__	now__	that__	your__
each__				

Figure 13

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## Two-Letter Blends

To show some sounds we create a blend symbol. We use two letters and underline them. For example, we will use ay for the a sound in *ape*.

Some words will have two blends next to each other. To help you spot the two, we usually split up the underlining of one. For example: ea + ch = each.

Also, be sure to spot the differences between two similar blends made with *th*:

th as in thimble is a smoother sound;

th as in that vibrates more.

Hear the difference?

th:    thin        think        bathth        pathth

th:    them        then        that        this

FIGURE 14

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**Bingo**

<u>ay</u>	e	i	u
<u>th</u>	<u>ch</u>	y	<u>sh</u>
w	v	<u>sh</u>	<u>th</u>
p	<u>ch</u>	u	<u>ay</u>

**FIGURE 15**

**Prompting Rules**

1. **Never sound faded-out letters.**
2. **Sound out the symbol underneath the faded-out letter.** For example: in the word *made* the *a* is faded and an ay is underneath so the sound is like the *a* in *ape* rather than the *a* in *apple*. The *e* is faded with nothing underneath because this letter makes no sound in this word.
3. **A two-letter symbol underlined makes one sound.** In the word *may* we will simply underline the *ay* rather than fade both and retype them underneath with the underline.

**Capital letters** have the same sound as lower case letters.

**Syllables:** When possible we prefer to leave multi-syllable not divided into syllables. We find this speeds development of sight words. However, experience has shown us some words are learned more easily if we divide them. Thus, you will find some words divided and some not.

**Apply:**

Play the Simon Says Game. Have the student read the sentence. The teacher, with or without the students, can do the funny action. Be sure to do each action that Simon says because the child deserves an emotional reward after each sentence. Remember, teach reading so that your students have fun and they will learn to enjoy reading.

Note: Some of the commands are a straightforward action, like "put your hands on your head". Others involve pantomime, and the teacher will need to instruct the students to pretend to do the action, such as "(pretend to) hold a dog and brush his long fur."

In these lessons you also will find some jokes and riddles to read and enjoy together. Your student may read them all, or you can take turns. The important point is to have fun reading!

**Sight word test:** At the end of lesson 2.5 you are given a prompted list of common words. After she reads these competently, ask the student to read the unprompted First Common Word List included in this kit. Mark which ones she can read and retest the missed words after 3.1. After each word appears on the list of common words we will stop prompting it. If your students consistently have difficulty reading the majority of these words, contact us for additional prompted practice.

**FIGURE 16**

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Words are not always spelled the way they sound. Our next step is to correct the words to show how they sound. We call this prompting. We print prompted words in blue.

We prompt three ways: First, we underline to show when two letters are a blended sound, like this: day. The *a* and *y* make only one sound. Second, we gray out letters that make no sound, like this: *when*. Third, for those letters that make completely different sounds we gray out those letters and place the sounds underneath, like this: *laugh*.

f

down eat much know give a the again  
from

oa u u u e u

any me be own like by my can come do  
e ea ea oa ie ie ie k ku

oo

call all good of old or for so go no  
most

k o o ou uv oa oa oa oa oa oa oa

as has his been would could stood took  
book

z z z i k ou ou ou

FIGURE 17

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Capital letters: The capital letters are listed at the end of Simon Says in this lesson. Before this list, below each capital letter you will find its lower case symbol. They both sound the same! Practice recognizing both forms.

Syllables For longer words easier to read, we have divided some of them into separate sound units, such as yes♦ter♦day.

Accented Syllables: We will also place in heavier type the syllable that is accented, or stressed. Look at these two pronunciations:

**pro♦duce** (As in: Fruits are in the produce section.)  
oa oo s

**pro♦duce** (As in: A factory can produce thousands of toys each day.)  
u oo s

You can hear the accent on the first syllable in the first word, and on the second syllable in the second word.

### ***Funny Things to Read***

What bow can never be tied?  
w u oa k u ea

— a rain♦bow.  
u ay oa

What has bark, but no bite?  
w u z o oa ie

— a tree.  
u ea

What is the best way to paint a river?  
w u z u oo ay u u

-- with water♦colors.  
o u ku uz

Simon says, "Wiggle five fingers."  
s ie u e z w ul ie u z

Simon says, "Wiggle four fingers."  
s ie u e z w ul oa u z

Simon says, "Say please and thank you."  
s ie u e z s z oo

Simon says, "Say I am funny."  
s ie u e z s ie ea

Simon says, "Say what time it is."  
s ie u e z s u ie z

Simon says, "You should sit down."  
s ie u e z y oo

Simon says, "Boys can get up."  
s ie u e z b z k

Simon says, "Find the color brown."  
s ie u e z f ie u k u u

Simon says, "Look full of hope."  
s ie u e z l ou uv oa

Simon says, "Look right, then left."  
s ie u e z l ou ie

Simon says, "Tell seven people 'Hi'."  
s ie u e z t ea ul h ie

Simon says, "Part your hair on one side."  
s ie u e z p o ay wu ie

Simon says, "Pretend to think hard."  
s ie u e z p i oo o

Simon says, "Pretend you sat on a bee."  
s ie u e z p i oo u ea

Simon says, "First, touch something black." PCT/US2003/030790  
s ie u e z f u u ie

Simon says, "Second, point out something green."  
s ie u e z s k u oy ow u ea

Simon says, "Third, show me the color red."  
s ie u e z th u oa ea u k u u

Simon says, "Nod 'yes' if you like to work hard."  
s ie u e z n oo ie oo u o

Simon says, "Point to a pair of brown eyes."  
s ie u e z p oy oo u ay uv ie z

Simon says, "Pre-tend to carry your coat in the cold."  
s ie u e z p i oo k ea k u k oa

Simon says, "Pre-tend to wash a hat in warm water."  
s ie u e z p i oo o u o o u

Simon says, "Pre-tend to stand before a fine fire."  
s ie u e z p i oo i oa u ie ie

Simon says, "Pre-tend to write a love letter."  
s ie u e z p i oo ie u u u

Simon says, "Pre-tend to walk like old men."  
s ie u e z p i oo o ie oa

Simon says, "Put your hand on your head."  
s ie u e z p ou

Simon says, "Fly, fast and far away from here."  
s ie u e z f ie o u u ea

Pre-tend to eat an apple. Another big apple.  
p i oo ul u u u ul

## The Capital Letters

aA bB cC dD eE fF gG hH iI jJ kK lL mM  
nN oO pP qQ rR sS tT uU vV wW xX yY  
zZ

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WO 2004/025603  
Syllables: For longer words easier to read, we have divided some of them into separate sound units, such as yes♦ter♦day.

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**pro♦duce** (As in: Fruits are in the produce section.)  
oa oo s

**pro♦duce** (As in: A factory can produce thousands of toys each day.)  
u oo s

You can hear the accent on the first syllable in the first word, and on the second syllable in the second word.

FIGURE 18

Vowels are letters that have sounds that let other letters be heard more clearly. Vowels in the English alphabet are *a*, *e*, *i*, *o*, *u* and sometimes *y*. Every word needs at least one vowel to be heard. Unfortunately, many letters, especially vowels, change their sound when they are around vowels. For now, just notice that vowels are often prompted.

***Wise Advice from Kids***

ie z    ie s    u    z

Don't sneeze in front of your mother when you're eating  
oa    ea    u    uv    u    u  
 crackers.  
 k    u    z

Puppies still have bad breath even after eating a mint.  
ea z    ea    u    u

Never try to baptize a cat.  
 u    ie    oo    ie    u    k

Don't pick on your sister when she's holding a baseball  
oa    u    ea z    oa    u    ay    o  
 bat.

FIGURE 19